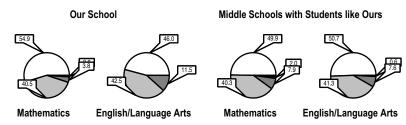
ROBERT E HOWARD MIDDLE 1255 Belleville Road Orangeburg, SC 29115 6-8 Middle School GRADES ENROLLMENT 584 Students Dr. Jacqueline Voqt 803-534-5470 PRINCIPAL SUPERINTENDENT Mr. Melvin Smoak 803-534-5454 BOARD CHAIR Mr. Melvin Crum 803-534-5454 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: BELOW AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory U 0 23 14 IMPROVEMENT RATING: BELOW AVERAGE ADEQUATE YEARLY PROGRESS: ND This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Below Average	N/A
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



	Definition of Critical Terms
Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
Proficient	Well prepared to work at next grade level; met expectations
Basic	Met standards; minimally prepared, can go to next grade level
Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	48	58	18
Percent satisfied with learning environment	38.3%	69.0%	72.2%
Percent satisfied with social and physical environment	47.8%	73.7%	72.2%
Percent satisfied with home-school relations	21.7%	89.7%	58.8%

Robert E Howard Middle 3805026

PACT PEDECOMANICE BY GOOD	

PACT PERFORMANCE	E BY GR		7					/>
	,	Ent Testing	lested old Br	alon Basic	/	Proficient of	Advanced on Profi	Advanced Advanced
	ally	KELL LEST	(ester)	OHP	Basic of	Profile	Advall, of	ciervance
	EMO	940 0/0	, olo 8,	0/	0,	0, 0/0	0/0/6/10	My 3
			E i	iglish/Lar	iguage A			
All students	582	97.6	46.0	42.5	11.5	N/A	11.5	17.6
Gender								
Male	293	97.3	51.9	38.9	9.2	N/A	9.2	17.6
emale	289	97.9	39.8	46.5	13.8	N/A	13.8	17.6
Racial/Ethnic Group								
Vhite	26	96.2	17.6	52.9	29.4	N/A	29.4	17.6
African-American	555	97.7	46.7	42.5	10.7	N/A	10.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	469	99.4	43.4	44.1	12.4	N/A	12.4	17.6
Disabled	113	90.3	66.7	29.6	3.7	N/A	3.7	17.6
ligrant Status						,	4	
/ligrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	582	97.6	45.4	42.9	11.7	N/A	11.7	17.6
inglish Proficiency	002	01.0	10.1	12.0	11.7	14/7	11.7	17.0
imited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	582	97.6	45.3	43.1	11.6	N/A	11.6	17.6
Socio-Economic Status	002					,		
Subsidized meals	503	97.4	47.3	42.1	10.6	N/A	10.6	17.6
full-pay meals	79	98.7	33.3	48.5	18.2	N/A	18.2	17.6
. 1.7	10	••••	00.0	1 .0.0		1	1 .0.2	
				Mathe	matics			
All students	582	99.1	54.9	40.5	3.8	0.8	4.6	15.5
Gender	002			.,,,,				
Male	293	99.3	56.3	37.5	5.8	0.4	6.3	15.5
emale	289	99.0	52.9	43.9	2.0	1.2	3.1	15.5
Racial/Ethnic Group	200	00.0	02.0	10.0	2.0		011	10.0
Vhite	26	96.2	23.5	64.7	11.8	N/A	11.8	15.5
African-American	555	99.3	55.8	40.0	3.4	0.8	4.2	15.5
sian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
lispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status	IN/PA	0.0	11/1/1	11/1/1	11/74	11//-1	11//-1	10.0
lot disabled	469	99.6	51.1	43.7	4.3	0.9	5.2	15.5
Disabled	113	97.3	85.5	14.5	N/A	N/A	N/A	15.5

Abbreviations for Missing Data

N/A

582

N/A

582

503

79

Migrant Status

English Proficiency Limited English proficient

Non-limited English proficient

Socio-Economic Status Subsidized meals

Non-migrant

Full-pay meals

Migrant

0.0

99.1

0.0

99.1

99.6

96.2

N/A

54.4

N/A

54.3

56.1

41.5

N/A

40.9

N/A

41.1

39.4

52.3

N/A

3.9

N/A

3.9

3.8

4.6

N/A

8.0

N/A

8.0

0.7

1.5

N/A

4.7

N/A

4.7

4.5

6.2

15.5

15.5

15.5

15.5

15.5

15.5

PACT PERFORMANCE BY GRADE LEVEL

	I FERFL		_	_				
		Enrolle	ayd Testing	/	alow Basic	/	Proficient old	Advanced Advanced
		, int	'ell'1621	rested ala Be	ONE	Basic ol	orofic.	Advanced Advanced
		Enfor	94° 0/0	`\ _{0/0} 86	81 0/0	0/1	0/0	0/0/6
		/ · •		English	n/Langua	ge Arts		
$\overline{\mathbf{A}}$	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	141	N/A	37.4	55.4	6.5	0.7	7.2
8	Grade 6	126	N/A	38.7	38.7	21.0	1.7	22.7
	Grade 7	157	N/A	44.9	47.4	7.7	N/A	7.7
♥	Grade 8	129	N/A	48.1	41.9	9.3	0.8	10.1
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ဗ္ဗ	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 6	205	97.6	44.5	41.6	13.9	N/A	13.9
	Grade 7	171	95.9	44.9	44.9	10.2	N/A	10.2
	Grade 8	206	99.0	48.3	41.5	10.2	N/A	10.2

				M	athematic	:s		
$\overline{\mathbf{A}}$	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	141	N/A	48.6	42.1	7.1	2.1	9.3
2002	Grade 6	126	N/A	54.6	30.3	12.6	2.5	15.1
	Grade 7	157	N/A	65.2	30.3	3.2	1.3	4.5
\blacksquare	Grade 8	129	N/A	61.2	38.0	0.8	N/A	0.8
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 6	205	99.0	51.1	43.1	5.2	0.6	5.7
	Grade 7	171	98.2	55.0	38.9	4.7	1.3	6.0
	Grade 8	206	100.0	58.5	39.2	1.7	0.6	2.3

SCHOOL PROFILE

(Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 584)				
Students enrolled in high school credit courses (grades 7 & 8)	7.4%	Up from 6.2%	7.2%	14.4%
Retention rate	N/A	N/A	3.7%	2.3%
Attendance rate Eligible for gifted and talented	95.4%	Up from 94.9%	94.7%	95.2%
	2.1%	Down from 2.4%	5.7%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	16.4%	Up from 15.8%	16.5%	14.1%
	5.1%	Down from 5.5%	10.1%	4.9%
Suspended or expelled	0.0%	Down from 4.2%	1.4%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 44)				
Teachers with advanced degrees Continuing contract teachers	47.7%	Down from 50.0%	42.8%	47.1%
	77.3%	Down from 78.3%	73.2%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.4%	Up from 76.8%	76.3%	84.3%
Teacher attendance rate Average teacher salary	94.3%	Down from 96.6%	94.6%	95.0%
	\$39,866	Down 1.4%	\$38,478	\$39,924
Prof. development days/teacher	17.1 days	Up from 8.6 days	11.5 days	10.7 days
School				
Principal's years at school	1.0	Down from 2.0	2.0	3.0
Student-teacher ratio	19.6 to 1	Up from 16.1 to 1	18.3 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	88.3%	Down from 89.7%	86.5%	88.9%
	\$6,697	Up 6.4%	\$6,689	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	60.7%	No change	59.0%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.0%	No change	85.6%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for	r Missina	Data
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N/A Not A	pplicable N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Robert E. Howard Middle School is fully accredited by the Southern Association of Colleges and Schools. The student enrollment is 604; 84.5% of our students receive free or reduced-price lunch. The population is composed of 95% African American, 4% Caucasian and 1% other. There are 296 females and 308 males.

Students at Robert E. Howard Middle School made gains in reading and math on the Palmetto Achievement Challenge Test (PACT). One student was named a Junior Scholar. Another student received the Governor's Citizenship Award for his service, leadership, and character. Most students participated in the Accelerated Reader Program and Accelerated Math Program.

Staff development is ongoing at Robert E. Howard Middle School. All math, science, social studies, and reading teachers participated weekly in Standards in Practice Training. Teachers received training on using graphing calculators, hands-on science, IDEA, and Crisis Prevention Intervention.

Family Science Night, Family Math Night, and Family Reading and Writing Night were held to acquaint parents with the curriculum. In addition, parenting information was provided at PTSA Meetings.

Our guidance counselors implemented a developmental and comprehensive guidance and counseling program. Students were challenged to stay drug-free and learned by serving others. Character building was emphasized throughout the year. Monthly lyceums and advisement activities were held during the school year with a focus on character education.

We implemented several innovative extra-curricular programs this year designed to improve academic performance. Among these were a Homework Center, Saturday Academy and the GEAR-Up program.

In addition, participating in the Digital Divide Program sponsored by South Carolina State University enhanced several students' technology skills. Several eighth grade students gained work experience by participating in shadowing experiences.

We are constantly striving to meet the needs of our diverse student population using all available resources.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.